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| **Name:** | Karen Martin | **School:** | JCHS |
| **Subject:** | Coordinate Algebra Unit 1 Week 2 | **Week of:** | August 20th |

Jasper County Schools • Secondary Lesson Plan Template

| **Day of the Week:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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| **Standards**  **GPS/CCGPS**  **ISTE NETS-S** | • Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For | • Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For | • N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  • A-SSE.1. Interpret expressions that represent a quantity in terms of its context  A. Interpret parts of an expression, such as terms, factors, and coefficients. |  | • Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For |
| **Essential Question**  *Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence… Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers” (106)* | How do we create a line of best fit? | How do we use spreadsheets to generate data trends? | How do we use spreadsheets to generate data trends? | How do we use spreadsheets to generate data trends? | How do x and y intercepts determine equations? |
| **Opening**  *The opening is the “hook ‘n link” component of the lesson. It should provide a “hook” to motivate and a “link” to prior knowledge for students. This activating strategy must support the skill being taught in the lesson. It should align with both the essential question and the comprehension skill.* | Group Choices and Gathering materials | Finish Group presentations | Find your match | Baja Grand Prize | TicTacEquations |
| **Work Session**  *Examples could include guided lecture, demonstration lecture, collaborative pairs, graphic organizers, games, writing etc.* | Wasting Water Lab | Cleanup-Grp Tsk Report | Cleanup-Grp Tsk Report | Cleanup-Grp Tsk Report | Station 1: Match Equation  Station 2 Matching  Station 3 Forget Formula  Station 4 Cara's Candle |
| **Closing**  *3-2-1, jigsaw, ticket out the door, cheat notes, retelling, journaling, etc.* | Group Electronic Presentations | Cleanup-Grp Tsk Report | Cleanup-Grp Tsk Report | Cleanup-Grp Tsk Report | Group Checklist |
| **TIERED LESSON**  **This lesson is differentiated in (check):**  **According to (check:** | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning |
| **Tier 1** |  |  | Enrichment : How large is it? |  |  |
| **Tier 2** |  |  |  |  |  |
| **Tier 3 (if applicable)** |  |  |  |  |  |
| **Assessment (formative)** | Differentiated HW |  |  |  |  |
| **Assessment (summative, if applicable)** |  |  |  |  |  |
| **Rigor** | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create |
| **Thinking Maps** | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble |
| **Homework** | Continue Work on Puzzles | Continue Work on Puzzles |  |  |  |
| **Resources** | Geogebra | Excel | Excel | Excel |  |

\*\*Each component of this plan may or may not be used every day/week.